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ABSTRACT

This report summarizes the major points of a plan for improving the education of minority students in the United States. The following sections are included in this report: (1) "A Common Future"; (2) "A New Foundation"; (3) "Where We Start"; (4) "Our Goals for the Year 2000"; (5) "Recommended Strategies for Achieving Quality Education for Minorities"; (6) "Educational Restructuring"; (7) "What We and Others Must Do: Family, Community, Public, and Private Responsibilities"; and (8) "Meeting the Challenge." The following program goals are discussed: (1) ensure that minority students start school prepared to learn; (2) ensure that the academic achievement of minority students is at a level that will enable them to enter the workforce or college fully prepared; (3) significantly increase the participation of minority students in higher education, with a special emphasis on the study of mathematics, science, and engineering; (4) strengthen and increase the number of teachers of minority students; (5) strengthen the school-to-work transition so that high school graduates will be prepared with the skills necessary to participate productively in the job market; and (6) provide quality out-of-school educational experiences and opportunities to supplement the schooling of minority youth and adults. Strategies for achieving quality education for minority students are suggested for each of these goals. (JS)

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EDUCATION THAT WORKS:

AN ACTION PLAN FOR THE EDUCATION OF MINORITIES

REPORT SUMMARY

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QUALITY EDUCATION FOR MINORITIES PROJECT

JANUARY, 1990

UD 027 320

EDUCATION THAT WORKS:

AN ACTION PLAN FOR THE EDUCATION OF MINORITIES

REPORT SUMMARY

QUALITY EDUCATION
FOR MINORITIES PROJECT

MASSACHUSETTS INSTITUTE OF TECHNOLOGY
CAMBRIDGE, MASSACHUSETTS

JANUARY, 1990

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A New Voice, A New Role

The Action Council on Minority Education which issued this Plan includes minority and nonminority educators, union officials, business leaders, and policymakers. We choose to speak with a minority voice throughout most of this Plan to emphasize the vital importance of reflecting a minority perspective in the national debate on educational change. For too long, minorities have borne the brunt of the nation's educational failures, with little or no say over how our children are educated. With this Plan, we as Americans seek to assume a leading role in the national effort to create a new kind of learning system that recognizes the value and potential of all children.

Our Focus

Our Plan focuses on the educational needs and interests of Alaska Native, American Indian, Black American, Mexican American, and Puerto Rican peoples in the United States. We have sought to make reasonable choices about the labels used in discussing these five groups, recognizing that names are important and that no single name is uniformly used by a community. We also know that names change over time and across regions and contexts. To make the document easier to read and to conform with the way most data are collected, we generally use the names above, along with the more generic term "minority" to refer to our five groups.

We recognize that the educational concerns facing this nation cross all racial and ethnic bounds, and that many Asian Americans, Native Hawaiians, other Hispanics, recent immigrants, and low-income Whites have not been served well by our educational system. We focus on the five groups above because, historically, they have been undereducated in America. However, the educational system we envision will benefit all Americans.

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A Common Future

As minority Americans, we know that our children's future and the future of our country are one. Yet, as America prepares to enter the 21st century, that future is threatened on two sides. On the one hand, a perilous gulf widens between us and the rest of America; on the other, the nation is challenged as never before in its struggle to compete in the global marketplace. If we as minority Americans and the nation as a whole are to claim a common future, the effort to build that future must be a common task.

At the individual level, large numbers of our students must struggle against profound divisions in the nation's life that continue to impede their progress. Their potential is seriously impaired. They must overcome not only poverty and prejudice, but their embittering corollary: *the structured expectation that our children will fail.* At the same time, the nation wages its own struggle to deal with the growing threat to its economic well-being, to sustain the standard of living of all citizens, and to bequeath to the next generation a more just order than their parents inherited. Neither the nation nor our students can be assured of success; nor can one succeed while the other fails.

These realities, along with dramatic demographic changes, combine to create a new, powerful urgency for advancing educational opportunities for minorities in the United States. For us, a grievous injustice continues to obstruct the way ahead: millions of our children are still left behind or excluded, not because they are incapable or undeserving, but because society's embrace of their potential is still half-hearted, and educational programs that work are only reluctantly supported. Nowhere is the tenuous connection between us and the nation, and between the nation and its economic future, more clearly demonstrated than in what happens to our children in America's schools.

It is in the nation's schools that the economic future of the United States will be decided as well. The world economy is grounded in a new knowledge base, driven by powerful new technologies with an insatiable demand for skills not required a generation ago. The nation's education system is being tested as it has never been before. At the same time, the majority workforce is aging, the number of retirees is growing, and our young people are the pool from which the productive workforce of the future increasingly will be drawn. America is not responding with the energy or educational focus necessary to negotiate these changes successfully.

The task before us is clear. America must end the educational neglect that wastes so much talent among minority students because ending that neglect is not only morally right, it is essential to America's future.

A New Foundation

We, the Alaska Native, American Indian, Black American, Mexican American, and Puerto Rican peoples of the United States are 48 million strong, 20 percent of the nation. In most ways, we are as different from one another as we are from the nonminority population in America, but we have a common interest: the destiny of our children is threatened.

As with other Americans, the gateway to a better life for us has always been education. Our faith in its power remains strong despite the many obstacles that have barred the doors of educational opportunity. For us, the right to a quality education is as fundamental as citizenship, tribal sovereignty, the right to vote, the freedom to use public facilities, and the freedom to worship. For us, education is freedom's foundation and the struggle for a quality education is at the heart of our quest for liberty.

Throughout this report, we present examples of education that works, of programs that provide the brick and mortar for a new foundation of quality education. The point is, *we know what the problems are and what to do about them.* What is lacking is the leadership, the commitment, and the wisdom to move forward.

As we begin this effort, we also know—based on the evidence—that educational opportunities for most minority youth, and hence their educational attainments, lag behind the chances, choices, and performance of the nonminority. For us the educational system is not merely inadequate, too often it is openly hostile and damaging. The present system of education—learning in a mass education for mass production model—is inadequate to the demands the 21st century will place on this nation.

But we do not wish to be misunderstood. We do not see education as a zero-sum game. Those in the majority need not lose in order for our children to gain. Indeed, we are deeply convinced that the educational vision we have will benefit all children, not just ours. We do not seek to build a new set of school rooms on the old foundations; we want to build a new foundation, because the one we have is weak and crumbling. It cannot bear the weight it must if the whole nation is to succeed and prosper.

Thus, minority Americans do not seek the benefits the American education system provides to nonminorities. We seek much more, and we seek it for all.

Where We Start

While much has been written on education reform over the last decade, this Plan attempts to do several things that are urgent and unique. First, it is written from a minority perspective, taking into account the needs and circumstances of Alaska Natives, American Indians, Black Americans, Mexican Americans, and Puerto Ricans. Second, the Plan is comprehensive, focusing on issues throughout the life cycle, acknowledging the importance of linkages between educational levels. Finally, this Plan is seen as a prelude to implementation:

we mean to act, as members of minority communities and as members of the nation as a whole.

Our Plan is based on the advice and experience of hundreds of minority and nonminority students, parents, educators, policymakers, community leaders, and researchers who participated in meetings held by the Quality Education for Minorities (QEM) Project around the nation in 1988 and 1989. Ten critical points emerged from this testimony:

(1) Despite well-documented problems, many Alaska Native, American Indian, Black American, Mexican American, and Puerto Rican students achieve at the highest levels. We know how to help minority students succeed. Evidence comes from around the country: the Comprehensive Science and Mathematics Program in New York City; James Comer's New Haven Project; the Valued Youth Partnership Program in San Antonio; the Benjamin E. Mays Academy in Atlanta; the Santa Fe Indian School; the Resource Center for Science and Engineering in Puerto Rico; the North Slope Higher Education Center in Alaska, and many more. Successful programs and strategies like these are too often underfunded, isolated, or ignored. What is necessary is a comprehensive set of strategies, sustained national leadership, and commitment to high performing schools and educational equity.

(2) No subject is more important to providing quality education for minorities than the restructuring of schools. The consensus building around the country—reflected in the recent education summit with the nation's governors hosted by President Bush—is that schools must be fundamentally restructured so that student achievement becomes the primary criterion by which teachers and administrators are judged and rewarded. Efforts at restructuring must value minority students; assume responsibility for their learning; be sensitive to their backgrounds, language, and cultural values; and be adequately funded. Any national goals for education, such as those to be proposed by the governors in 1990, must include a vision to improve the education of our students.

(3) People learn in many different ways, and pursue countless parallel paths to reach their educational goals. Focusing upon the traditional pipeline—elementary school, middle school, high school, and college or professional school—often overlooks the fact that many people drop out, return later in life, and need second-chance alternatives. Alternative strategies are needed to improve educational options.

(4) We must address all levels and systems of education. Improvements at each point affect all other points. The weak links between pre-school and kindergarten, middle and senior high school, high school and college, two- and four-year colleges, and between adult literacy and other adult educational opportunities, place our students at greatest risk.

(5) Learning is not confined to the classroom. Among the reasons that our children fall behind in school is that they are denied many of the out-of-school learning experiences enjoyed by more affluent students, including summer programs, foreign trips, museum visits, and academically reinforcing work experiences. Indeed, some of the most effective learning takes place outside of the traditional school. The Job Corps, for example, has taken youngsters

(6) Conditions affecting learning often begin outside school boundaries. It is difficult for children to excel in school if they are cold and hungry, if they have teachers who do not believe in them, or if their language and culture are not valued. If financial costs of college are insurmountable, if the racial climates on college campuses are inhospitable, or if career opportunities are not available upon graduation, then minority students may not aspire to attend, to excel in, or to graduate from college. To improve our education, we must have not only better schools, we must also have better housing, health, nutrition, job opportunities and adequate student financial assistance.

(7) Minority families, communities, and institutions must share the responsibility for changing the system, working with nonminority policymakers and educators. There is a long tradition of commitment to education in all our groups that we must renew and strengthen. After all, it was our parents and people who initiated the legal challenges that tore down "separate but equal" schools and inequitable school financing policies.

(8) Families must become full partners in the educational process—at home and at school. There are several forms of parental involvement: a) providing for the child's basic physical and emotional needs; b) understanding the child's academic program; c) monitoring the interaction between the child and the school; d) encouraging and participating in learning activities at home; e) taking part in educational governance; and f) maintaining continued communication with schools, teachers, and administrators. Our parents must be advocates for change.

(9) Equitable school financing and allocation of resources to schools are critical to achieving educational excellence for minority youth. Inequity in school financing, and the resultant poor and dangerous physical conditions found in some schools are detrimental and hinder the performance of teachers and students. Too often, the per-pupil expenditures for poor and minority children are far lower than levels in more affluent areas. Opinion polls show consistently that the public supports greater spending on education, if the money is spent wisely. We believe that if the public fully understood the cost of not making these investments—in crime, health care, falling productivity, and social decay—the support would be even greater. We believe that those costs are already obvious, and if swift and radical changes are not made, will become more so as we approach the next century.

(10) A simple and fundamental concept underlies whatever changes are to be made in the schools: Schools are responsible for educating their students. Being responsible means being accountable for student performance. Such schools will of necessity be concerned with parental involvement, with out-of-school learning opportunities, with curriculum reform, with health and social services, and with other factors affecting educational performance. Accountability means, among other things, that proper support and assistance should be provided to teachers and administrators who seek to develop high-performing schools, and that if performance does not improve, others will take charge.

Our Goals for the Year 2000

The Quality Education for Minorities (QEM) Project has a single purpose: to develop a comprehensive Action Plan to improve the education of our people. This Action Plan is drawn forward by an ambitious set of goals, designed to point our youth and the nation in the direction of an open and exciting future. But the time for piecemeal action has passed. Despite the legislation passed and programs mounted, we find overwhelming evidence in our schools today that a massive, coherent effort is still required. Society must act on all these goals at the same time, beginning today. The members of the Project's advisory groups, the Action Council and Resource Group, share a profound conviction that our youth hold great potential for the nation, and that our fellow citizens must acknowledge that potential if our country is to move forward.

The Action Plan is based on the premise that ***every child has a right to a quality education***. We believe any education system not constituted to transform that right into a reality is wrongly ordered.

To turn the system around, the United States needs a commitment akin to the Marshall Plan, which reestablished the economies of Western Europe following World War II. This new effort will require action both within and beyond the system—from kindergarten to the graduate schools of major research universities; from local, state and federal governments; from the private sector; from parents; and from social, religious, and community groups.

Let us not be misunderstood. We do not believe that education alone will solve all of the nation's problems. Economic and social policies are necessary to combat poverty and unemployment and to create a prosperous, just, and growing economy. It is equally clear, however, that none of these objectives can be reached without a quality education for all Americans, not just a privileged few.

Recommended Strategies For Achieving Quality Education For Minorities

By the year 2000, we believe it is possible to have in place an educational system that will deliver quality education to minority youth. Such a system can be achieved if we act now, if we reallocate some existing resources as well as invest new money now, and if we coalesce around a set of national goals for the education of minorities now.

Fundamental to bringing about the changes we advocate are the total restructuring of schools and the marshalling of energy and resources of various organizations, agencies, and communities toward the provision of quality education for minorities.

Within the framework of restructured schools, we present a set of six national goals and strategies for achieving each of them, and we end with summary descriptions of the roles of various institutions and individuals in carrying out these strategies and bringing about lasting change.

GOAL 1

Ensure that minority students start school prepared to learn.

In 1988, two of five Hispanic children lived in poverty, and nearly half of all Black children were poor. We know that low-income mothers are less likely to have access to prenatal health care, and that low-income children are less likely to have adequate nutrition and health care. Furthermore, low-income children are less likely to have the kind of developmental opportunities that prepare them for school, and are less likely to attend quality pre-school programs.

THIS GOAL WILL BE ACHIEVED WHEN WE:

- **Increase access to quality pre- and post-natal health care.**
- **Increase participation in child nutrition programs.**
- **Ensure that every pre-schooler has access to quality day care and early childhood education.**
- **Enable all parents to better assume their roles as first teachers of their children.**

RECOMMENDED STRATEGIES FOR THE PRE-SCHOOL YEARS

- **Increase participation in the Women, Infants, and Children (WIC) Program so that by 1995 all the eligible participants are provided support.**
- **Double the participation in child nutrition programs.**
- **Increase federal and state funding for child care programs to cover a 100 percent participation rate of pre-schoolers with mothers on welfare or for working mothers whose income is 150 percent of the poverty line.**
- **Increase enrollment in Head Start incrementally over the next five years to cover 100 percent of the eligible population by 1995.**
- **Invest in new approaches to easing and strengthening the home-to-school transition.**

GOAL 2

Ensure that the academic achievement of minority youth is at a level that will enable them, upon graduation from high school, to enter the workforce or college fully prepared to be successful and not in need of remediation.

Average reading, mathematics, and science proficiency scores for Hispanic and Black 9-year-olds, as measured by the National Assessment of Educational Progress, were 10 to 18 percent below scores for Whites.

In 1987, according to the Committee for Economic Development, one million young people left high school without graduating, and most were unemployable. Another 700,000 received their diplomas, but were hardly more skilled than the dropouts. Indeed, fewer than 50 percent of that year's high school seniors read well enough to master moderately complex tasks.

In 1988, of young adults, 35.8 percent of Hispanics, 14.9 percent of Blacks, and 12.7 percent of Whites were not in school and not high school graduates. A 1986 figure indicates a dropout rate of 35.8 percent for Alaska Natives and American Indians.

THIS GOAL WILL BE ACHIEVED WHEN WE:

- **Ensure that tracking does not occur at any point along the educational pipeline.**
- **Bridge any performance gap between nonminority and minority students by the fourth grade.**
- **Make certain that minority students leave elementary school with the language, mathematical skills, and self-esteem that will enable and encourage them to succeed.**
- **Ensure that minority youth are excelling in core academic courses by the eighth grade that keep their college and career options open.**
- **Achieve, at a minimum, the same high school graduation rates for minority and nonminority students.**

RECOMMENDED STRATEGIES FOR THE ELEMENTARY SCHOOL YEARS

- **Eliminate ability grouping and age-grading in the elementary grades.**
- **Establish elementary core competencies, including computer literacy.**
- **Increase funding of Chapter I programs so that by 1995 all eligible children are covered.**
- **Provide access to quality health education by the third grade.**
- **Actively promote and support the learning of at least two languages by each child.**
- **Enlist the cooperation of the media, particularly commercial television and its advertisers, in efforts to ensure that after school programming is educational and intellectually stimulating.**
- **Extend the school day and year to minimize summer loss and maximize exposure to mathematics and science.**

RECOMMENDED STRATEGIES FOR THE MIDDLE YEARS

- **Create small learning communities.**
- **Staff middle schools with teachers and administrators who are experts in adolescent development.**
- **Reengage families and the community with the middle schools in the education of young adolescents.**
- **Stimulate and nourish positive values.**
- **Implement the science curriculum reforms recommended by the National Science Teachers Association and the Human Biology Project beginning in grade 7, as well as the recommendations of Project 2061 and of the National Council of Teachers of Mathematics for the middle years.**

- **Make college and career options known to children beginning in the middle school years.**
- **Extend the Talent Search component of the TRIO Programs to the middle years.**
- **Promote schools-within-schools, career academies, and alternative preparatory academies.**

RECOMMENDED STRATEGIES FOR THE HIGH SCHOOL YEARS

- **Replace the general track curriculum in high school with a core academic curriculum that will prepare students for college or the workplace.**
- **Develop clear expectations for student learning.**
- **Require participation in community service programs for high school graduation.**
- **Institute peer and cross-age tutoring programs.**
- **Provide on-site health services and strengthen health education.**
- **Focus on life skills.**
- **Increase the number and quality of counselors, including bilingual counselors, available to students in predominantly minority schools.**

GOAL 3

Significantly increase the participation of minority students in higher education, with a special emphasis on the study of mathematics, science, and engineering.

Fewer than 30 percent of minority children take courses that prepare them for a four-year college or university.

In 1986, the most recent year for which data are available, about 1.65 million undergraduates were American Indian/Alaska Native, Black, or Hispanic—15 percent of the 10.8 million enrolled of all ethnic or racial backgrounds. Yet, they constituted only 9 percent of those who graduated from college. To achieve parity, the number of minorities receiving baccalaureate degrees would have to be tripled by the year 2000. To have minority students enrolled in college in proportion to their share of the college-age population—roughly 25 percent—will require that another 1.0 to 1.3 million minority high school graduates enroll in college.

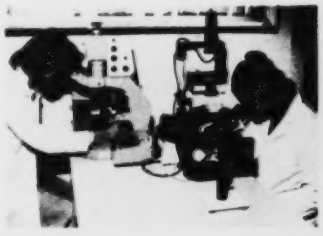
THIS GOAL WILL BE ACHIEVED WHEN WE:

- **Provide all high school students with a rigorous academic core so that they are adequately prepared for college.**
- **Enroll minority students as undergraduates at least in proportion to their share of the college-age population, now at roughly 25 percent.**
- **Increase the number of minority students who transfer from two- to four-year institutions from about 15 percent of those in two-year colleges to 30 percent.**

- Triple the number of minority students receiving baccalaureate degrees, from 88,000 in 1987 to 264,000 in 2000.
- Quadruple the number of minority students receiving baccalaureate degrees in the physical and life sciences and engineering, from about 17,000 in 1987 to 68,000 in 2000.
- Triple the number of minorities receiving doctorates, especially in science and engineering. In 1987, just 389 American minority students earned doctorates in the science and engineering fields. In 2000, at least 1,200 should earn these degrees.

RECOMMENDED STRATEGIES FOR HIGHER EDUCATION

- Revise federal student aid formulas to increase the proportion of grants to loans.
- Offer a six-week summer science residential program for at least 50 minority high school juniors on each college and university campus.
- Increase support for predominantly minority institutions that produce mathematics and science graduates.
- Expand the concept of affirmative action to include outreach efforts at the pre-college level.
- Intensify minority student recruitment.
- Improve the campus racial climate.
- Create minority enrollment incentives.
- Link salary and promotion decisions to effectiveness in facilitating the graduation of minority students.
- Improve minority faculty recruitment and retention.
- Clarify and enforce articulation agreements between community colleges and four-year colleges and universities.
- Actively support mathematics and science-based career choices by minority students.
- Encourage more minority students to take advanced placement examinations.
- Form institutional consortia.
- Involve the private sector.
- Modify institutional accreditation criteria to include an assessment of institutional climate for minority students.
- Offer optional 13th year programs on college campuses.
- Fund residential summer science academies through the National Science Foundation and the Department of Energy for students in grades 7–12.



GOAL 4

Strengthen and increase the number of teachers of minority students.

In 1986, minority students represented almost 30 percent of the K–12 student

population while minority teachers made up fewer than 10 percent of the teaching workforce. Only 4 percent of mathematics teachers and 6 percent of science teachers in grades 10–12 were minorities.

At the college level, in 1985 non-Asian minorities represented only 4.2 percent (500) of the tenured faculty in science and engineering and only 5.3 percent (400) of persons holding tenure-track positions in these disciplines.

THIS GOAL WILL BE ACHIEVED WHEN WE:

- **Quintuple the number of minority college students newly qualified to teach who enter teaching from about 6,000 to 30,000 by 2000, with a special emphasis on mathematics and science teachers.**
- **Triple the number of minority tenure track professors in science and engineering fields from 400 in 1985 to 1,200 in the year 2000.**
- **Increase by one-third the number of certified bilingual teachers, an increase of about 35,000 by the year 2000.**

RECOMMENDED STRATEGIES FOR STRENGTHENING TEACHERS OF MINORITY STUDENTS

- **Provide incentives for the best teachers to be available to the students who need them the most.**
- **Pay educators to work 12 months, and have them use the time to prepare for and to deliver quality education to students.**
- **Support and expand the efforts of predominantly minority institutions to prepare teachers, including bilingual teachers.**
- **Develop more creative recruitment and outreach programs for prospective teachers.**
- **Support alternative paths into teaching from other professions.**
- **Create a National Merit Teaching Scholarship Program.**
- **Develop loan forgiveness programs for high-ability minority students to attract them to teaching.**
- **Establish a national Doctoral Opportunities Program.**

GOAL 5

Strengthen the school-to-work transition so that minority students who do not choose college leave high school prepared with the skills necessary to participate productively in the world of work and with the foundation required to upgrade their skills and advance their careers.

Thousands of young people graduate from high school each year without the basic skills that will enable them to function in the workplace or in society. They lack the literary skills, the thinking skills, the interpersonal skills, and the discipline to succeed on the job, in college, or in the community.

THIS GOAL WILL BE ACHIEVED WHEN WE:

- **Ensure that all children, college-bound or not, graduate from high school having completed a core curriculum that prepares them for a career-track position.**
- **Make apprenticeships or other job training programs available for every noncollege-bound minority child in the 22 largest predominantly minority school districts, as well as in rural districts.**

RECOMMENDED STRATEGIES FOR STRENGTHENING THE SCHOOL-TO-WORK TRANSITION

- **Replicate promising efforts in this area such as the Boston Compact.**
- **Provide summer and academic year internships, apprenticeships, and cooperative worksite training.**

GOAL 6

Provide quality out-of-school educational experiences and opportunities to supplement the schooling of minority youth and adults.

As reports from the Committee for Economic Development and from the Ford Foundation Project on Social Welfare and the American Future have found, children from low-income families watch more television, are less likely to use standard English, and retain less over the summer of what they have learned during the year than more advantaged children. They are less likely to have been taught in a disciplined environment, to have learned how to work with others, and to accept responsibility. Children from poor and single-parent households are more likely to be children of teenage parents and to become teenage parents themselves.

THIS GOAL WILL BE ACHIEVED WHEN WE:

- **Provide after-school, Saturday, and summer experiences for minority youth that will reinforce the learning that occurs during the regular school day and year.**
- **Increase the involvement of minority students in community service projects.**
- **Expand and strengthen second-chance opportunities for the many individuals who do not follow the "traditional" educational pathways.**
- **Increase the participation in postsecondary educational programs such as English as a Second Language, General Educational Development, Adult Basic Education, extension classes, and other life-long learning experiences.**

RECOMMENDED STRATEGIES FOR OUT-OF-SCHOOL OPPORTUNITIES

- **Establish a National Youth Service.**
- **Double the capacity of the Job Corps.**

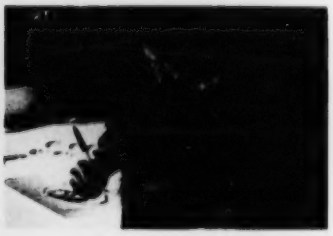
- **Expand and improve basic education and training services for youth and adults under the Job Training Partnership Act.**
- **Make available financial aid for those in the workforce who want to go to college or other forms of postsecondary training.**

EDUCATIONAL RESTRUCTURING

To achieve the K-12 goals will require a different kind of educational system than the one we have now. Our Action Plan suggests the vision, strategies, and in many cases, the specific programs already in place elsewhere that can make the vision a reality. As each of the goals of the Action Plan is discussed in detail, enough implementation specifics are given to enable concerned communities to begin to move in positive directions.

Of singular importance in getting started is the necessity for *educational restructuring*. By that we mean making fundamental changes in the rules, roles, and relationships that now direct schooling not only for minorities but for all children. In particular, we understand restructured education to mean that *schools make student achievement the main criterion against which teachers, principals, and administrators are judged.*

The fundamental importance of restructuring is that it enables local schools and districts to replace the "factory model of education" (i.e., the same essential services and instruction for all, irrespective of need) with an educational process that assumes complex, multiple intelligences and relies on participative learning and flexible pacing. It assumes there is no best way to teach, stresses experimentation, and accepts risk. We are convinced of the possibilities in such a model by the success achieved in the New Haven schools, which have adopted the pioneering approaches of James Comer. This model is grounded in culturally sensitive child development and instruction, participatory school management, and community and parental involvement.



Beyond restructuring as a process, a second element in making a new beginning is developing a "focal mechanism" for investigating, tracking, and disseminating information about successful educational change for minorities—including restructuring efforts. We propose to establish a QEM Network to serve as the organizational focus of this activity.

Although its initial efforts will focus on our children, the QEM Network will advocate quality education for all students. It will operate in a collaborative fashion to help ensure that:

(1) Quality education for minorities is explicitly provided in all restructuring efforts;

(2) Proven pedagogical strategies are replicated;

(3) The general public is well informed about minority education and restructuring efforts; and

(4) Minority families and communities play an increasing role in the education of their children.

What We and Others Must Do: Family, Community, Public, and Private Responsibilities

Equipping our children and youth to participate fully and productively in their own futures and as members of the American community is of necessity a multi-lateral effort. A broad spectrum of persons, groups, and institutions, often acting at cross purposes, participated in creating the educational problems of minority youngsters. The solutions to those problems must arise from an equally diverse group—this time acting in concert, sharing a common vision and goals.

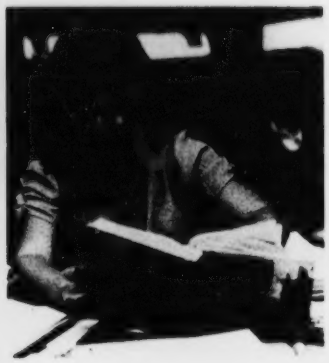
Minority Families and Community Leaders: The bedrock of a new future for our children and youth lies in our communities. Parents, community groups, and community leaders must provide new directions and new solutions to put before the public. There are two reasons why minorities must lead. First, no other Americans understand problems related to the education of minorities so well, and no other Americans have more experience with what works. Second, and equally important, minorities must lead because our stake in our own communities, and the goals set forth here, are our priorities, for ourselves and for our country.

The strongest leadership is the leadership of example. It begins at the elemental level of the family, with efforts that parents can make, such as monitoring homework and supporting local teachers and schools. Community groups such as churches, social organizations, and merchant associations also have a role to play. Individuals, including those who no longer live in predominantly minority communities, must also step forward to serve as role models and organizers.

Teachers and Administrators: It is upon the shoulders of teachers and administrators that so many of the recommendations made to improve education for minority students fall. Indeed, the task of school restructuring is necessarily a local task. As the nationwide education reform movement has already begun to show, "top-down" directives are far less effective than "bottom-up" energy. Yet without the proper support and training, without decent salaries and professional working conditions, and without the confidence and cooperation of communities, families, and students, no teacher can bear the load.

Among the roles recommended for teachers and administrators are working summers to gain the language and pedagogical skills needed to best educate a diverse student population, closer ties to families and communities, and utilizing non-traditional instructional strategies, such as cooperative learning and peer tutoring rather than tracking.

Local Schools and School Districts: Recommendations for school districts include support for restructuring and incentives to attract the best teachers to predominantly minority schools, extending the length of the school day and year, making bilingual classes available and requiring all students to learn at least two languages, and working with local agencies to increase the linkages between schools and social services.



Higher Education: We believe that higher education must expand its definition of affirmative action to include efforts made in conjunction with local schools and communities to nurture minority youngsters. Similarly, four-year colleges must reach out to local community colleges to mine the talented minority students there that so infrequently transfer to baccalaureate-granting institutions. Further, we believe that higher education must institute the same kinds of incentives now proposed at the pre-college levels by linking state funding, promotion and salary increases, and accreditation to outcomes in minority student and faculty recruitment and retention.

Finally, colleges and universities of all sizes and missions must turn attention inward to the climate and living conditions faced by minority students, faculty, and staff on their campuses. The swelling tide of race-related incidents on college campuses calls for leadership from the campus administration, but also for programs, curriculum changes, and policies against discrimination and harassment that are strictly enforced.

State Agencies: It is the state agencies, particularly state education and employment agencies, that will bear the major weight of policy development, priority setting, and resource coordination. The "fit" between the state's education system, employment security programs, and job training efforts for minorities will be constructed here.

We urge states to provide more equitable funding among districts, to establish funding incentives and accountability measures both for schools and public colleges to encourage attainment of educational goals for minority students and educators, provide support for restructuring and curriculum reforms, reduce the reliance upon standardized testing, and assist minority families in understanding their college options and in paying for college.

As part of this effort, we encourage every governor to establish a Council on Educational Equity to review, consider, and implement the goals we put forward, to integrate education and training for minorities at the state level, and to monitor continuing efforts, with a view to policy recommendations and new initiatives, from the highest levels of state government to the most immediate levels of service delivery.

The Federal Government: Since 1980, the federal role in education has become increasingly visible. Ironically, in this period, Washington's fiscal commitment to education declined significantly: adjusting for inflation, federal spending on education in 1988 was $6 billion less than necessary to maintain programs at their 1980 levels. Many of the programs that have particular benefit for minority students suffered greatly in constant dollars, including child nutrition programs, Chapter I of the Elementary and Secondary Education Act, vocational education, College Work-Study, Supplemental Educational Opportunity Grants, and others.

Among the recommendations made in the Plan for the federal government are to fund fully programs that we know work and are crucial to the education of minority students, such as Head Start, the Special Supplemental Food Program for Women, Infants, and Children, Chapter I, and child nutrition, and to increase funding for programs such as the Job Corps and support for predominantly minority colleges and universities.

We encourage the President of the United States to become directly involved with the goals stated in this report by requiring serious consideration, throughout the Executive Branch, of the resource implications of the specific recommendations in this document. Further we recommend the establishment of a National Human Resources Development Council, paralleling the Council of Economic Advisors and at the same level of importance for policy-making. The symbolic importance of such a Council—demonstrating the federal commitment to human resources development as a top national priority—cannot be overestimated.

The Private Sector: Corporate America has already taken the lead in pressing for structural change in the nation's schools, inspired in part by their employees' need for extensive remedial training, requiring spending of as much as $44 billion annually. The private sector must continue its efforts to provide direct support to schools, through financial or in-kind contributions, mentoring, research and employment opportunities for students. Further, since the capacity of the private sector to add to the resources available to education is relatively small compared to the need, the role of business leaders in pressuring government agencies for increased funding and structural changes is crucial and must continue.

Foundations: The philanthropic community's involvement in the education of minorities in the future is critical. First, more foundations need to adopt the areas of concern dealt with in this report as major funding concerns. Although many causes compete for foundation support, few offer the same combination of need and potential for "making a difference" to groups and to the nation as does the educational future of minority youth. Second, we encourage the nation's foundations to continue to do what they now do so effectively: search for those points of leverage and potential multiplication of effort that can help wide-scale change emerge from comparatively small resources.

MEETING THE CHALLENGE

The goals we seek to achieve through this Action Plan are broad and difficult, but they are also necessary and possible. To carry them out will take an enormous allocation of energy, resources, and commitment. But the alternative is surely even more expensive. The evidence of that expense can be gleaned from scholarly papers and economic forecasts about the growing cost of ignorance. But the results are in plain view on our streets, and are replayed every evening on the television news. The answers lie in our nation working together, at every level, in what must be the greatest national challenge of the decade ahead, providing educational excellence for all. That challenge is not simply a minority problem: our destiny as a great nation hangs in the balance.

We are calling for the equivalent of a Marshall Plan for Education. The original Marshall Plan called forth a vision of unified democracies standing against totalitarianism in the difficult days following the Second World War. It demanded effort, perseverance, and hard work. Above all, it required a massive, multi-billion dollar commitment of resources.

The Marshall Plan for Education will require no less. The costs of the program

recommendations concluding this report exceed $25 billion annually through the turn of the century. Almost two-thirds of the funding recommended is directed toward early childhood and elementary school efforts in nutrition, health care, and education. Fifteen percent is directed toward school-to-work, second-chance, and employment training efforts. Almost 13 percent is used for fellowships, science education, and teacher preparation. The remainder, about eight percent, is reserved for school restructuring and alternative preparatory schools.

We do not hesitate to put forward this agenda. The dividends of our national investment in the first Marshall Plan are becoming even more apparent as the people of Eastern Europe demand the same freedoms and opportunities secured in the West. If we act decisively today, a generation from now the walls of prejudice, ethnic suspicion, and economic inequality within the United States will just as surely fall. The costs associated with these efforts are not an expense. They are an investment in the nation's future that will be returned many times over in reduced dependency, increased productivity, and a better life for all Americans.

More than twenty-five years ago, Martin Luther King, Jr. spoke the sentence that distills the meaning of this nation: 'I have a dream.'' We believed him because he made us see what he could still see, but what the nation had lost sight of—and we set to work.

America has succeeded because, at every turn, it has been able to bring its most precious national resource to bear on the tasks at hand: a diverse and talented people. In the twentieth century, it has been the slow maturation of the nation's pluralism, and the growing recognition that every current in the American stream teems with new life and greater possibility that have expanded this society's reach and enriched its members.

The one force that has sustained and empowered *all* our people has been the power of education. It has been our schools that have equipped individuals to take their places in the great work of transforming visions into realities. But today, that power is being dissipated. Minority children, who by right and by virtue of their unlimited potential surely deserve their own role as visionaries and builders, are being shut out. If, indeed, education is the way a great nation shapes the future before it arrives, then America is truly casting its future aside if it does not bend every effort to open opportunities for minority children. The door to the future for every child is first and foremost the door to the schoolhouse.